DOCUMENT RESUME

ED 247 323 TM 840 550

AUTHOR Johnson, Jessie
TITLE Language Development Component: All Day Kindergarten Program. Final Evaluation Report.
PUB DATE Jul 83
NOTE 27p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Extended School Day; Inservice Teacher Education; *Kindergarten; *Language Skills; Parent Participation; Preschool Education; *Program Effectiveness
IDENTIFIERS *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Full Day Programs

ABSTRACT

The All Day Kindergarten Program was instituted in the Columbus Public Schools in January, 1972, for the purpose of providing a full day of instruction for underachieving kindergarten pupils. The 1982-83 program goal was that the average language/reading growth of pupils in program attendance for at least 80 percent of the instructional period would increase 1.5 normal curve equivalent (NCE) points for each month of instruction (10.5 NCE points for the 140 days of instruction). The evaluation design called for data collection in five areas: Education Consolidation and Improvement Act (ECIA) Chapter 1 pupil census, standardized achievement test (Language Survey Test of the Metropolitan Achievement Tests), ECIA Chapter 1 teacher census, parent involvement, and inservice evaluation. The program served 407 pupils, of whom 271 met the two criteria for inclusion in the evaluation sample: 80 percent attendance, and administration of both the pretest and the posttest. The average gains of 21.3 NCE points in language is more than two times the objective of 10.5 NCE points. Data on inservice education and parent involvement indicated that those program objectives were also met, and survey instruments for teachers, parents, and observers conclude the document. (BW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED247323

Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
ALL DAY KINDERGARTEN PROGRAM

July, 1983

Written by:

Jessie Johnson
Professional Specialist

Under the Supervision of:

John Duffy

and

Richard A. Amorose, Ph.D.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Thompson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 840 550

Columbus, Ohio Public Schools
Department of Evaluation Services
Gary Thompson, Ph.D., Director

Education Conslidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
ALL DAY KINDERGARTEN PROGRAM

July, 1983

Program Description

The All Day Kindergarten Program was instituted in the Columbus Public Schools in January, 1972, for the purpose of providing a full day of instruction for underachieving kindergarten pupils. The overall goal of the program is to prepare pupils for first grade. The program provides pupils with an extra half day of instruction in addition to the half day of instruction provided in the regular kindergarten classroom. The program operates on the philosophy that the additional help and attention provided by the program will better prepare underachieving kindergarten pupils for successful learning experiences in first grade.

To reach the 1982-83 program goal, 15 program teachers served in 15 Chapter 1 eligible elementary schools. The schools are listed below.

Burroughs	Lincoln Park	Reeb
Fair	Linden	Sullivant
Fairwood	Livingston	Trevitt
Highland	Medary	Weinland Park
Kent	Ohio	Windsor

Each All Day Kindergarten teacher provided daily instruction for two groups of pupils. Groups were limited to 12 pupils each.

Evaluation Design

The average language/reading growth of pupils in program attendance for at least 80% of the instructional period will be 1.5 NCE points for each month of instruction as determined by a nationally standardized achievement test appropriate to program content.

For evaluation purposes, the All Day Kindergarten Program started on September 20, 1982 and continued through April 29, 1983. This interval of time gave 140 days of program instruction. Pupils included in the final pretest-posttest analysis must have attended at least 112 days (80%) during the time period stated above.

Evaluation Design

The evaluation design for the All Day Kindergarten program called for the collection of data in five areas. A copy of each instrument is found in the Appendix, with the exception of the standardized achievement test.

1. ECIA Chapter 1 Pupil Census Information

   A Pupil Census Form was completed by program teachers for each pupil served, to provide the following information, days of program enrollment, days of program attendance, and hours of instruction per week. The form also includes information on the pupil's grade and sex. Collection of these forms was completed in May, 1983.

2. Standardized Achievement Test Information

   The instrument used to assess pupil progress in language was the Language Survey Test (Preprimer Level, Form JS) of the Metropolitan Achievement Tests (Barlow, Farr, Hogan & Prescott, 1978). This test which is published by the Psychological Corporation has empirical norms for fall and spring established in October, 1977 and April, 1978. The program pupils were pretested the week of September 28, 1982 and posttested the week of May 2, 1983.

3. ECIA Chapter 1 Teacher Census Information

   The Teacher Census Form was designed to provide information regarding the characteristics of program personnel. Data from this form included number of years of teaching experience, number of years of Title I and/or Chapter 1 teaching experience, highest college degree attained, and whether the teacher's teaching certificate includes certification in Reading as a subject area. The forms were completed by the program teachers and collected at the Chapter 1 teachers' orientation meeting held September 7, 1982.

4. Parent Involvement Information

   The Parent Involvement Survey was designed to provide information on involvement of parents with ECIA Chapter 1 programs, as required in the Annual Chapter 1, ECIA, Evaluation Report. It was filled out monthly by all program teachers. Monthly data included number of parents and number of hours involved in five categories of parent involvement, including a monthly unduplicated count of parents involved. In addition, a yearly unduplicated count of parents was collected at the end of the school year.

5. Inservice Evaluation

The General Inservice Evaluation Form was constructed locally to collect information about the effectiveness of the inservice meetings as well as provide feedback to the program administrators.

An orientation session ws conducted by Dr. Michael Milone, program staff, and other presenters on September 7, 1982. A Limited English Proficiency Inservice was conducted November 19, 1982. A Staff Development and Motivation inservice occurred November 30, 1982. A Self-Concept and Visual Perception inservice was presented March 8, 1983. An inservice regarding Self Concept Development and the Young Child was provided April 26, 1983. Most ADK teachers attended these meetings.

In addition to the types of data specified in the evaluation design, process evaluation data were obtained in a series of on-site visits to program classrooms during the pretest and posttest period. The locally developed Observation Scale was designed to record pertinent information regarding the testing environment, the presentation of test directions, testing materials and procedures. Visits to program classrooms were conducted by project evaluators, program coordinators and one supervisor during the periods of October 4-7, 1982 and May 3-4, 1983. The instrument was completed by the evaluator after each classroom visit to record the results of the testing observations and interview with the program teacher.

Major Findings

The information collected on the Pupil Census Forms is summarized in Table 1. The program served 407 pupils for an average of 13.7 hours of instruction per week. The average daily membership in the program was 355 pupils. The average days of enrollment per pupil was 122.1 days and the average attendance per pupil was 109.8 days. The average number of pupils served per teacher was 27.1.

The evaluation sample was comprised of those pupils who attended 80% of the program days and who received both a pretest and a posttest. The attendance criterion was met by 277 pupils, which was 68.1% of the 407 pupils served. Of these, 271 received both administrations of the achievement test. Data from testing are presented in Tables 2-5.

The analysis of pretest-posttest achievement data for raw score minimums, maximums, averages, and standard deviations are shown in Table 2. The average number of items correct on the posttest was 20.3 which is an average increase of 5.7 items or 23.8% of the 24 item test.

Pretest-posttest percentile data are presented in Table 3. The median percentile for the pretest was 11.0, which was well below the 36th percentile. Percentile scores on the posttest ranged from 1%ile to 90%ile with a median of 45.6.

Table 4 presents pretest and posttest data in terms of grade equivalents. It should be noted that a grade equivalent of 0.0 for kindergarten can be deceptive, as it does not allow for those students functioning at the pre-kindergarten level. Thus the comparison of pretest and posttest median grade equivalents in kindergarten is a very conservative comparison due to the ambiquity of the 0.0 grade equivalent score. The average grade equivalent on the posttest was 0.5, a positive change during the seven month treatment period.

The presentation of achievement data thus far has included results from the analysis of raw scores, percentiles, and grade equivalents. Raw scores are equal units of measurement, but can only provide a limited interpretation of achievement data. Percentiles and grade quivalents provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCE's) are generally considered to provide the truest indication of student growth in achievement, since they provide comparative information in equal units of measurement. Data for normal curve equivalents are presented in Table 5.

The overall NCE gain for the program averaged 21.3 NCE points for the seven month treatment period or 3.0 NCE points for each month of treatment. The evaluation objective set a goal of 1.5 NCE points for each month of treatment. Thus the evaluation objective was met with the average change of 3.0 NCE points for each month of treatment well in excess of the criterion of 1.5 NCE points for each month of treatment.

Analysis of the Teacher Census Form data revealed that of the 15 program teachers, seven teachers had master's degrees, and the other eight had bachelor's degrees. Five teachers had certification in Reading as a subject area. The average years of total teaching experience was 18.9, with 12.1 of Title I/Chapter 1 teaching.

Monthly involvement of program parents is summarized in Table 6. If total parent hours per month are used as a basis of comparison, the greatest degree of parent involvement occurred in September, with a total of 407.0 parent hours. The least degree of parent involvement appeared to occur in January, with a total of 29.0 parent hours reported. The number of parents involved is not additive, since a parent could be involved in more than one activity across months. Therefore, a yearly unduplicated count of parents who were involved with the program was collected from program teachers at the end of the school year. The annual unduplicated count of parents was estimated at 512.

Table 1

Number of Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week; and Pupils Attending 80% of Days

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hours of Instruction per Pupil per Week	Pupils Attending 80% of Days
K	407	189	218	122.1	109.8	355.0	13.7	277

Table 2

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Raw Scores

Grade	Number of Test Items	Number of Pupils	Pretest Min.	Pretest Max.	Pretest Average Correct	Pretest Standard Deviation	Posttest Min.	Posttest Max.	Posttest Average Correct	Posttest Standard Deviation	Average Change
K	24	271	1	23	14.6	3.6	10	24	20.3	2.4	5.7

Table 3

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles

		Pretest				Posttest			
Grade	Number of Pupils	Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
K	271	1	94	11.0	17.5	1	90	45.6	24.3

Table 4

Minimum, Maximum, Average, and Standard Deviation of the
Pretest and Posttest Grade Equivalents (GE)

		Pretest				Posttest				
Grade	Number of Pupils	Min.	Max.	Average GE	Standard Deviation	Min.	Max.	Average GE	Standard Deviation	Average Change
K	271	0	1.2	0.0*	0.2	0	1.6	0.5	0.5	0.5

*In grade K, the comparison of pretest and posttest scores is a very conservative one, due to the fact that a score of 0.0 can represent not only those pupils functioning at beginning kindergarten level, but also those functioning at pre-kindergarten level.

Table 5

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE)

		Pretest				Posttest				
Grade	Number of Pupils	Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change
K	271	1.0	82.7	25.2	15.6	1.0	77.0	46.5	14.9	21.3

Table 6

Number of Parents Involved
and Total Parent Hours
Reported by Month

Items	Months									
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1. Parents involved in the planning, operation and/or evaluation of your unit										
Number of Parents	0	0	0	2	2	5	2	1	3	0
Total Parent Hours	0	0	0	3	3	12	8	2	5	0
2. Group meetings for parents										
Number of Parents	288	32	0	18	0	9	9	0	15	27
Total Parent Hours	352	43	0	20	0	13	9	0	15	29
3. Individual parent conferences										
Number of Parents	146	53	85	112	69	89	177	68	36	16
Total Parent Hours	47	33	27	39	20	22	80	20	16	5
4. Parental classroom visits or field trips										
Number of Parents	34	99	17	28	9	34	11	6	34	5
Total Parent Hours	7	66	22	27	5	38	10	12	81	16
5. Visits by teacher to parents' homes										
Number of Parents	2	5	5	4	4	1	7	0	0	16
Total Parent Hours	1	2	1	1.5	1	0.5	3	0	0	32

All Day Kindergarten teachers attended five inservice meetings during the school year. The topics and dates of these meetings were as follows: a) Orientation meeting on September 7, 1982. (b) Limited English Proficiency Program, November 19, 1982, (c) Staff Development and Motivation, November 30, 1982, (d) Self Concept and Visual Perception, March 8, 1982, and (e) Self Concept Development and the Young Child, April 26, 1982. The General Inservice Evaluation Form was completed by participants at the meetings. The responses of the All Day Kindergarten group are summarized in Table 7. The rating scale key is as follows: (a) SD = strongly disagree, (b) D = disagree, (c) U = undecided, (d) A = agree, and (e) SA = strongly agree. As Table 7 indicates, the ADK teachers attending the meetings agree that the information presented would assist them in their program.

Table 7

Average Responses and Response Frequencies for Reactions to Inservice Statements

Statements	Number Responding	Average Response	Responses SD (1)	D (2)	U (3)	A (4)	SA (5)
I think this was a very worthwhile meeting.	100	4.3	4	3	3	37	53
The information presented in the meeting will assist me in my program.	92	4.2	3	4	4	42	39
There was time to ask questions pertaining to the presentation.	99	4.2	3	4	5	46	41
Questions were answered adequatelt.	94	4.4	2	1	1	47	43

The visitation plan called for Chapter 1 evaluators, program coordinators, and one supervisor to visit program teachers in selected schools and record their perceptions on the Observation Scale. Visitation was to occur during the pretest period in October, 1982 and the posttest period in May, 1983.

The data indicate the testing environment, the presentation of test directions, and the appropriateness of test materials utilized were judged to be good or very good. Modest deficiencies were found to be interruptions or disturbances during the testing perid.

For more detailed accounts of the evaluation, the reader is referred to the ECIA Chapter 1 reports of Pretest/Posttest Observations of Selected classrooms which were submitted to the Department of State and Federal Programs, Columbus Public Schools.

Summary/Recommendations

The All Day Kindergarten Program provided underachieving kindergarten pupils in 15 schools with an extra half day of instruction, in addition to the half day they received in a regular kindergarten classroom. The goal of the program was to prepare pupils for first grade. The program served a total of 407 pupils, of whom 271 met the two criteria for inclusion in the evaluation sample: (a) attendance for 80% of the program days, and (b) administration of both the pretest and the posttest. The evaluation objective called for an average gain of 1.5 NCE points for each month of program instruction. This would amount to an average of 10.5 NCE points for the 140 days of program instruction.

The average normal curve equivalent gains of 21.3 NCE points in language is more than two times the average gain of 10.5 NCE points required to meet the evaluation objective. There is a very strong indication of success in the program's overall goal, to better prepare underachieving kindergarten pupils for first grade.

The total number of program teachers was 15. The number of teachers having master's degrees was seven, or 46.7% of the teaching staff. The number of teachers having reading certification was three, or 2% of the program teachers. Program teachers reported an average of 12.1 years of Title I/Chapter 1 teaching experience, and an average of 18.9 years of overall teaching experience.

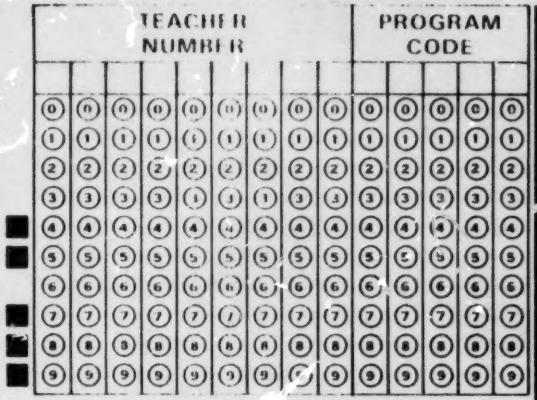
An unduplicated count of approximately 512 parents were directly involved with the program. Areas of parent involvement included: (a) planning operation, and/or evaluation; (b) group meetings; (c) individual conferences; (d) classroom visits and field trips; and (e) visits by the program teacher to their homes.

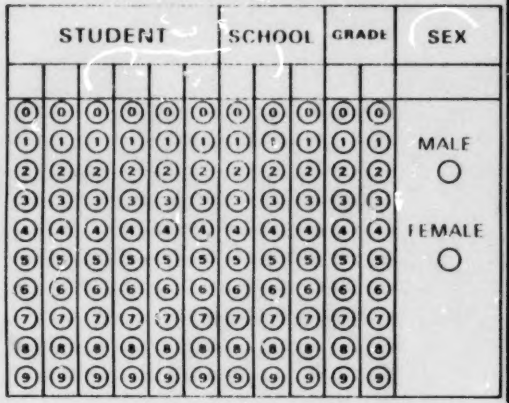
Program teachers attended five inservice meetings during the school year. The meetings which were evaluated received positive ratings by program teachers.

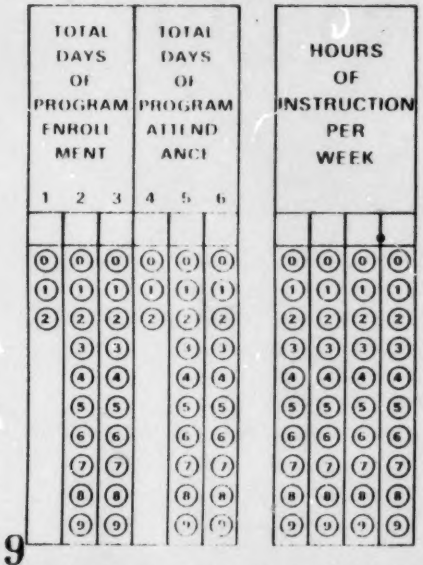
Process evaluation data were gathered by Chapter 1 evaluators, program coordinators, and one supervisor in a series of on-site visits. Data gathered in regard to the testing environment, presentation of test, directions, and the appropriateness of test materials utilized indicated that these aspects of the testing process were generally satisfactory.

Based on the evaluation results, it is strongly recommended that the All Day Kindergarten program be continued in the 1983-84 school year. It is also recommended that school visitations for purposes of test observation be continued next year in order to provide useful information about the testing process.

Appendix







NCS Trans Optic 08 8153 321

COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio PUPIL CENSUS FORM

LAST NAME | FIRST NAME | M. I | SEX | TEACHER NUMBER

SCHOOL | H. R. | GRADE

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

TEACHER CENSUS FORM

Social Security Number ☐☐☐-☐☐-☐☐☐☐

Name_____

School Assignment_____ School Code_____

Program Assignment_____ Program Code_____

[a]Number of Years of Teaching Experience_____

[b]Number of Years of Title I Teaching Experience_____

[c]I am certified in reading as indicated by the subject area on my teaching certificate.

_____Yes _____No

Highest College Degree Received_____

Full-Time Employee_____
or
Part-Time Employee_____

---

[a]Total of years of experience, including those which may have occurred outside of the City of Columbus. Please include present school year.

[b]1. For every full year taught in Title I give yourself 10 months experience. Please include the present school year.

2. For every summer term you taught in Title I give yourself 2 months experience.

3. Add in any miscellaneous experience, a part-year perhaps.

4. Add the totals for 1, 2, and 3 and divide by 10. Place the resulting quotient in the blank for question b above.

[c]Certification is defined as having one of the following:

1. reading specified on Bachelor degree.

2. reading specialist certificate.

3. M.A. in reading as a subject.

GENERAL INSERVICE EVALUATION FORM

Inservice Topic: _____

Presenter(s): _____

_____

Date: _____ _____(e.g., 9/7/82)

Session: _____ a.m. or _____ p.m.

Fund: (circle only one)
(1) Chapter 1 (2) DPPF (3) General
(4) Other (Specify) _____

Program: (circle only one)
(1) ADK (2) Aides (3) CLEAR-Elem (K-5)
(4) CLEAR-Middle (5) HSCA (6) OND
(7) SDR (8) Regular Teacher
(9) Other (Specify) _____

Circle the number that indicates the extent to which you agree with statements 1-4.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I think this was a very worthwhile meeting.	1	2	3	4	5
2. The information presented in this meeting will assist me in my program.	1	2	3	4	5
3. There was time to ask questions pertaining to the presentation.	1	2	3	4	5
4. Questions were answered adequately.	1	2	3	4	5

5. What was the most valuable part of this meeting? _____

_____

6. What was the least valuable part of this meeting? _____

_____

7. What additional information or topics would you like to see covered in future meetings? _____

_____

_____

DES 8/82

PARENT INVOLVEMENT SURVEY

SCHOOL MAIL

mailing label
goes here

Name _____

School _____

For the Month of _____

	(A) Number of Parents	(B) Total Number of Hours
1. Parents involved in the planning operation and/or evaluation of your unit	_____	_____
2. Group Meetings for Parents	_____	_____
3. Individual Parent Conferences	_____	_____
4. Parental Classroom Visits or Field Trips	_____	_____
5. Visits by you to Parent Homes	_____	_____
6. Totals	_____	_____
7. Estimated Unduplicated Count of Parents	_____	

DIRECTIONS:

1. Complete all information; fold over so back is showing; staple; and place in school mail.

2. Place a parent in only one activity for any one meeting.

3. Total hours equals the number of parents times the number hours spent, e.g., a group meeting for 10 parents which lasts 3 hours would result in 10 parents (Column A) and 30 hours (Column B); 15 parent conferences each for 30 minutes would result in 15 parents and 7.5 hours. Please round all figures in Column B to the nearest half hour. Enter half hours as .5; No fractions please.

4. Item 7 - This is total parents seen not total in 6A. If you had 16 parent conferences but 10 conferences were with 1 parent the unduplicated count is 7 parents - you saw 7 parents but had 16 conferences. Do not count a parent more than once. The figure in Item 7A should not exceed the figure for Item 6A.

SCHOOL MAIL

Mailing Label Here

PARENT INVOLVEMENT SURVEY

IMPORTANT

ANNUAL UNDUPLICATED COUNT _____

Enter on the line to the left the annual unduplicated count of the number of parents you have involved in any of the Activities 1-5 below. COUNT EACH PARENT ONLY ONCE FOR THE YEAR. If you have questions regarding this count, please call John Duffy at 222-3150 or bring your question(s) to the end-of-year inservice meeting.

COMPLETE THE REST OF THIS REPORT FOR JUNE ONLY

Activities	(A) Number of Parents	(B) Total Number of Hours
1. Parents involved in the planning operation and/or evaluation of your unit	_____	_____
2. Group Meetings for Parents	_____	_____
3. Individual Parent Conferences	_____	_____
4. Parental Classroom Visits or Field Trips	_____	_____
5. Visits by You to Parent Homes	_____	_____
6. Totals	_____	_____
7. Estimated Unduplicated Count of Parents	_____	

DIRECTIONS:

1. Complete all information; fold over so back is showing; staple; and place in school mail.
2. Place a parent in only one activity for any one meeting.
3. Total hours equals the number of parents times the number hours spent, e.g., a group meeting for 10 parents which lasts 3 hours would result in 10 parents (Column A) and 30 hours (Column B); 15 parent conferences each for 30 minutes would result in 15 parents and 7.5 hours. Please round all figures in Column B to the nearest half hour. Enter half hours as .5; No fractions please.
4. Item 7 - This is total parents seen not total in 6A. If you had 16 parent conferences but 10 conferences were with 1 parent the unduplicated count is 7 parents - you saw 7 parents but had 16 conferences. Do not count a parent more than once. The figure in Item 7A should not exceed the figure for Item 6A.

RETURN RIGHT AWAY BUT NOT LATER THAN MONDAY, JUNE 6, 1983.

PARENT INVOLVEMENT SURVEY

SCHOOL YEAR ESTIMATES OF PARENTS
OF NON-PROGRAM STUDENTS

Name _____

School _____

Activities	(A) Number of Parents	(B) Number of Parent Hours
1. Parents involved in the planning operation and/or evaluation of your unit (do not include Parent Advisory Council members).	_____	_____
2. Group Meetings for Parents (do not include Parent Advisory Council meetings).	_____	_____
3. Individual Parent Conferences	_____	_____
4. Parental Classroom Visits or Field Trips	_____	_____
5. Visits by you to Parent Homes	_____	_____
Estimated Unduplicated Count of Parents	_____	

DIRECTIONS: Please complete all information; indicate a 0 if the number of parents or hours is actually zero - otherwise enter the number.

Column A (Number of Parents) lines 1-5: Please place a parent in only one activity for any one meeting.

Column B (Number of Parent Hours) lines 1-5: Indicate the sum of the hours each parent spent in an activity. For example, a group meeting with 10 parents which lasted 3 hours should result in a 10 on line 2/Column A and a 30 on line 2/ Column B (each parent met with the teacher 3 hours and there were 10 parents). Please round all figures in Column B to the nearest half-hour. Enter half hours as .5 ; no fractions please.

For the Estimated Unduplicated Count of Parents do not count a parent more than once (even if a parent is listed in more than one activity).

Having completed all the information on this survey; fold it so the back is visible; staple and place it in the school mail.

Thank you.

RETURN RIGHT AWAY BUT NOT LATER THAN MONDAY, JUNE 6, 1983.

Observer _____ School _____ Date _____

Time of Day _____ Day of Week _____ Number of Students _____

Program _____ Grade _____ Test _____

Testing Environment

Use the following key to rate the conditions of the testing environment.

VG = Very Good
G = Good
A = Acceptable
P = Poor
VP = Very Poor

Lighting in the testing area	VG	G	A	P	VP
Space for each student	VG	G	A	P	VP
Sound or noise level	VG	G	A	P	VP
Temperature	VG	G	A	P	VP

Type of Room: Classroom____ Library____ Lunchroom ____

Other _____

Test Directions

How were the directions given? Read by Proctor____ Written on the Board____

Other _____

1. Audibleness of the instructions	VG	G	A	P	VP
2. Extent to which proctor provided for students' questions	VG	G	A	P	VP
3. The clarity of proctor(s) answers to students' questions	VG	G	A	P	VP
4. Clarity of directions for marking answer	VG	G	A	P	VP
5. Extent to which proctor followed directions in the examiner's manual	VG	G	A	P	VP
6. Attitude of the proctor toward the testing process	VG	G	A	P	VP
7. Accuracy of the procedure for timing the test	VG	G	A	P	VP

CHAPTER 1 AND DPPF TESTING OBSERVATION SCALE

Observer_____ School_____ Date_____

Time of Day_____ Day of Week_____ Number of Students_____

Program_____ Grade_____ Test_____

Testing Environment

Use the following key to rate the conditions of the testing environment.

VG = Very Good
G = Good
A = Acceptable
P = Poor
VP = Very Poor

Lighting in the testing area	VG	G	A	P	VP
Space for each student	VG	G	A	P	VP
Sound or noise level	VG	G	A	P	VP
Temperature	VG	G	A	P	VP

Type of Room: Classroom_____ Library_____ Lunchroom_____

Other_____

Test Directions

How were the directions given? Read by Proctor_____ Written on the Board_____

Other_____

1. Audibleness of the instructions	VG	G	A	P	VP
2. Extent to which proctor provided for students' questions	VG	G	A	P	VP
3. The clarity of proctor(s) answers to students' questions	VG	G	A	P	VP
4. Clarity of directions for marking answer	VG	G	A	P	VP
5. Extent to which proctor followed directions in the examiner's manual	VG	G	A	P	VP
6. Attitude of the proctor toward the testing process	VG	G	A	P	VP
7. Accuracy of the procedure for timing the test	VG	G	A	P	VP